**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Summary 2017**

Department: Special Education

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, Special Education, B.S.Ed.  | Objectives are specific, programmatic, and measurable. All five of the undergraduate learning goals have been adopted. There are some excellent details here! |
| **How, Where, and When Assessed** | Level 3, Special Education, B.S.Ed. | Special Education has set a high standard of assessment and it models the behavior and professionalism that it teaches its students: goals are set and assessed; data are used for improvement and to assure quality standards; remediation is given if individual students need it. The measures are varied and multiple; direct and indirect. The measures clearly provide information on student attainment of program objectives. Rubrics have been updated to align with new CEC standards. |
| **Expectations** | Level 3, Special Education, B.S.Ed. | Standards are established for all measures listed and discipline-specifics standards from the Council for Exceptional Children and the state of Illinois are incorporated into the expectations at the course and program level. Planning to work on inter-rater reliability on the new rubric is a good idea. Practice applying and discussions will probably improve consistency in scoring. |
| **Results** | Level 3, Special Education, B.S.Ed. | A very impressive set of data was submitted with this report. The department is clearly collecting and using data—and lots of it. You have a long record of 100% passing the LBS I test, which is very laudable. You mention that you have seen less strong FBA and BIP ratings in recent years. How do you account for that? You also mention that use of assessment data is not as strong as other attributes? Are you discussing ways to help students make that bridge to instructional choices? |
| **How Results Will be Used** | Level 3, Special Education, B.S.Ed. | A feedback loop is in place and is working to share results and make improvements based on data. This department clearly has assessment interwoven into the culture of the department. Issues and needs are reviewed and solutions are offered. |

Next report submission date: June 15, 2019

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association/Higher Learning Commission. These levels are approximations based on the information provided in the summaries. Please refer to the checklist on the assessment web site ([www.eiu.edu/~assess](http://www.eiu.edu/~assess)) for the Primary Traits listed for each level. [↑](#footnote-ref-1)